
Application of Axiological Values in Character-Based Education Management

Ambar Retnowati ^{1*}, Rumlinda ², Fitriana Ika Lestari ³, Sri Surachmi ⁴, Yuni Ratnasari ⁵

^{1,2,3,4,5} Magister Pendidikan Dasar, Universitas Muria Kudus, Jawa Tengah, Indonesia

202503011@std.umk.ac.id , 202503060@std.umk.ac.id , 202503029@std.umk.ac.id ,
sri.surachmi@umk.ac.id , yuni.ratnasari@umk.ac.id

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Abstract

Education management is strategically important not only for cognitive transfer but also for cultivating students' moral character, especially in addressing current educational practices that often overlook the axiological dimension (values related to goodness, ethics, and humanity). This study aims (1) to comprehensively describe the form and role of axiological values in character-based education management; (2) to analyze the application of these values in managerial practices, including policy planning, implementation, and evaluation; and (3) to formulate a conceptual model for the sustainable application of axiological values to strengthen character-based education management. This research employed a qualitative method with a descriptive-philosophical approach to profoundly understand the relationship between values, morals, and educational managerial practices. Data were collected through in-depth interviews, observation, documentation study, and literature review. The findings indicate that the application of axiological values encompasses three core domains: the institutional value foundation (e.g., religiosity, honesty, responsibility), managerial implementation (e.g., democratic and humanistic leadership), and the formation of a character-based organizational culture (inclusive and collaborative). Philosophical reflection confirms that these values serve as an ethical compass in managerial decision-making, enhancing individual morality and strengthening institutional effectiveness. In conclusion, the research confirms the strategic importance of integrating axiological values to create a system that is not only functionally effective but also humanistic, moral, and sustainable, contributing a conceptual model for future education development.

Keywords : Axiological Values, Education Management, Character-Based Education



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1. Introduction

Education, on a global scale, transcends its conventional role as a system for the mere transfer of knowledge and the cultivation of cognitive prowess. Fundamentally, it functions as a critical incubator for character development and the holistic formation of a student's ethical and personal identity. The true mandate of any enduring educational institution is to maintain a deliberate equilibrium, ensuring that intellectual sharpness is intrinsically paired with moral fiber. This necessitates a comprehensive approach that measures success not only through academic metrics but also through the graduate's demonstrated capacity for ethical reasoning and responsible citizenship in an increasingly complex and morally ambiguous world.

Despite this well-established philosophical importance, a critical review of contemporary educational practices across various tiers reveals a persistent and often strategic imbalance. The institutional focus remains disproportionately skewed towards easily quantifiable outcomes, prioritizing standardized academic achievement and competitive scholastic rankings. This cognitive bias has inadvertently led to the systematic marginalization of the dimension of value education. The curriculum, pedagogy, and evaluation systems are frequently optimized for the acquisition of technical skills, sidelining the deeper ethical and humanistic inquiry that is vital for moral maturity.

The neglected area lies in the philosophical domain of axiology, which is the study of value, encompassing ethics, aesthetics, and the nature of "the good." Axiological values such as integrity, responsibility, justice, and empathy are not supplementary soft skills but constitute the ethical cornerstone of a meaningful educational experience. Integrating this dimension is an ethical imperative that provides students with an essential moral compass, guiding them to distinguish ethical conduct from non-ethical actions, and fostering a deep-seated commitment to social accountability that extends beyond individual success.

The successful institutionalization of value-based education is not solely a pedagogical task confined to the classroom; rather, it is strategically dependent

on effective educational management. Management, in this context, moves beyond administrative efficiency to become a moral enterprise. It must consciously align all managerial functions including strategic policy planning, resource allocation, disciplinary protocol, and organizational climate creation with the overarching objectives of character formation. This executive function holds the pivotal role in translating abstract axiological principles into concrete, daily institutional practice.

The widespread reality of value-detached management has triggered profound societal concern regarding a demonstrable decline in the moral integrity of succeeding generations. The ethical vacuum created by an overemphasis on cognitive success often manifests in observable social phenomena, such as a lack of social responsibility, increased instances of academic dishonesty, and superficial engagement with civic duty. This moral erosion demands a radical paradigm shift in how educational institutions are governed, moving toward a governance model that is philosophically and structurally rooted in holistic character orientation.

The call for value integration is robustly supported by various scholarly traditions, notably within the philosophy of education and ethics. Research, including studies within the framework of Islamic educational philosophy (e.g., Abdiyah, 2021), consistently affirms that the axiological dimension is indispensable for defining the teleological direction and ultimate goals of any educational endeavor. These theoretical frameworks establish that true human development requires that cognitive processes be continuously informed by the principles of humanism and justice, providing a non-negotiable theoretical mandate for value-based practice.

Despite the strong philosophical consensus on the necessity of axiological values, a critical gap persists in the existing literature regarding their practical, operational application within the functional context of education management. The current scholarly discussion often remains confined to abstract principles, failing to provide concrete, replicable, and measurable frameworks that detail

how high-level values can be successfully integrated into the daily reality of managerial decision-making, organizational structures, and quality assurance mechanisms. This necessitates empirical research that effectively bridges the divide between philosophical theory and institutional practice.

This research is specifically designed to address the aforementioned gap by investigating the practical realization of axiological principles in management. Therefore, this study aims to achieve three interconnected objectives: (1) to comprehensively describe the form and intrinsic role of axiological values as the essential foundation for character-based education management; (2) to analyze the application of these values across all managerial practices, from policy formulation and implementation to rigorous evaluation; and (3) to systematically formulate a conceptual model for the sustainable and integrated application of axiological values, thereby strengthening the entire framework of character-based education management.

By achieving these objectives, this research is poised to deliver a significant contribution to both theory and practice. Theoretically, it will enrich the philosophy of education management by providing a detailed, practical mapping of the axiological dimension. Practically, the resulting conceptual application model will serve as a definitive blueprint for educational leaders, policymakers, and institutional managers. This model will provide the necessary tools to transform their institutions into genuinely humanistic, moral, and structurally effective learning environments, thus ensuring the longevity and ethical impact of education on future generations.

2. Method

This study employs a qualitative research design to achieve an in-depth, holistic understanding of the role and application of axiological values in character-based education management. Unlike quantitative approaches that prioritize measurable variables and statistical generalization, the qualitative method, specifically utilizing a descriptive-philosophical approach, is best suited

to interpret complex social realities and to analyze the non-empirical, normative dimensions of value systems within an organizational context. The philosophical lens is critical for assessing the ethical underpinning of managerial practices, ensuring that the research moves beyond mere observation of procedures to a profound interpretation of the moral intent and axiological congruence of institutional policies. This methodological choice allows for the detailed exploration of how values are internalized, articulated, and ultimately operationalized by educational leaders and stakeholders.

The research was conducted at several primary and secondary educational institutions renowned for their explicit commitment to character-based education programs and moral excellence. The selection of these sites was based on a purposive sampling technique, targeting institutions that demonstrate a successful and documented integration of value systems into their administrative and pedagogical frameworks, thereby serving as information-rich cases. Key participants included top-level educational managers (e.g., Principals, Vice-Principals, or Heads of Departments), experienced teachers deeply involved in character building, and selected parent and student representatives. This triangulation of perspectives from different layers of the institution is essential to capture a comprehensive, multi-vocal understanding of the application and impact of axiological values in daily practice, as perceived by those directly involved.

Comprehensive data were collected using a blend of four primary techniques to ensure the richness and validity of the findings. The first was in-depth, semi-structured interviews, which were conducted with the key participants to elicit personal interpretations, philosophical views, and concrete examples of value implementation in managerial decision-making. Secondly, participant observation was utilized to directly witness and document daily managerial operations, staff meetings, disciplinary processes, and classroom interactions, focusing on manifest behaviors that reflect the stated axiological values. Thirdly, documentation analysis involved scrutinizing official documents,

including strategic plans, school handbooks, curriculum guides, and performance appraisal reports, to identify the formal articulation of axiological principles. Finally, a thorough literature review was conducted to ground the empirical findings within existing theoretical frameworks in educational philosophy and management ethics. The principal instrument for data collection was the researcher herself, serving as the key analyst and interpreter in the qualitative tradition. Supporting this role, several tools were systematically developed and employed to structure the inquiry. For interviews, a detailed interview protocol was used, which included core questions organized around the three main objectives: value identification, managerial application, and conceptual modeling. For observation, an observational checklist and field notes were used to systematically record relevant managerial behaviors and value-laden institutional culture indicators. All documentation retrieved was categorized and coded using an analytical coding scheme derived from the initial axiological framework, ensuring consistency and rigor in the classification of textual evidence.

The gathered data were subjected to an iterative process of qualitative data analysis, primarily following the model proposed by Miles, Huberman, and Saldaña (2014). This procedure commenced with Data Reduction, where the extensive field notes, interview transcripts, and documents were summarized, selected, and focused. This was followed by Data Display, involving the creation of matrices, networks, and charts to visually organize and link information across different data sources (interviews, observation, documents). The final and most critical step was Conclusion Drawing/Verification, where initial findings were rigorously examined against the philosophical framework and checked for consistency (triangulation). This iterative process ensured that the final conceptual model was directly derived from and strongly supported by the empirical data collected.

To ensure the trustworthiness of the findings, several criteria for qualitative research were rigorously applied. Credibility was established through

methodological triangulation (using multiple data sources: interviews, observation, documents) and member checking, where key findings and interpretations were shared back with the participants for confirmation of accuracy and resonance with their lived experiences. Dependability (consistency) was maintained through the use of an audit trail, documenting every step of the research process, from data collection to analysis. Lastly, Transferability (applicability to other contexts) was addressed by providing thick descriptions of the research setting and the participants' contexts, allowing readers to assess the relevance of the findings to their own educational environments.

Ethical principles were strictly adhered to throughout the study to protect the rights and privacy of all participants. Prior to engagement, informed consent was obtained from all participants, clearly detailing the study's purpose, the nature of their involvement, and their absolute right to withdraw at any point without penalty. Anonymity and confidentiality were guaranteed by using pseudonyms for all individuals and institutions in the transcription, analysis, and final reporting of the data. Furthermore, the researcher maintained objectivity and reflexivity, continually self-monitoring biases and assumptions to ensure that the philosophical interpretation remained ethically sound and non-prejudicial to the findings derived from the field.

3. Result and Discussion

Result

The Application of Axiological Values in Character-Based Education Management

The systematic qualitative analysis, utilizing descriptive-philosophical interpretations of data derived from in-depth interviews, observations, and document analysis, successfully addressed the three core research objectives. The findings reveal a robust framework for the implementation of axiological values, demonstrating their transition from abstract philosophical concepts into tangible, functional managerial practices within character-based educational institutions. Specifically, the results confirm that axiological values function as the

primary ethical foundation, systematically informing the creation of strategic policy, the daily execution of leadership, and the design of character evaluation systems. The following paragraphs detail these findings across the institutional, managerial, and conceptual levels, highlighting the identified core values and their practical operationalization within the selected research settings.

The study successfully identified that the axiological values underpinning character-based education management are stratified into two primary domains: foundational ethical values and institutional operational values. Foundational ethical values, which serve as the institution's moral compass, predominantly include Integrity, Responsibility, and Justice, as articulated in all official school policies. Conversely, institutional operational values are those that guide daily managerial functions, such as Humanistic Leadership, Democratic Decision-Making, and Collaborative Professionalism. The role of these values is not merely symbolic; they are demonstrated to act as an ethical filter in crisis management and a normative standard for faculty recruitment and performance appraisal. This duality ensures that the values are both aspirational for character development and prescriptive for administrative conduct.

In the dimension of policy planning, axiological values are translated into concrete strategic outputs through a process termed "Value Congruence Mapping." This process ensures that every major school policy is explicitly linked back to a core ethical value. For example, the value of Justice is operationalized through a clear, non-discriminatory disciplinary code and an equitable resource allocation model. The value of Responsibility is integrated into the curriculum planning by mandating community service hours and project-based learning that address social issues. Furthermore, the development of the institution's strategic plan is characteristically democratic and participatory, reflecting the value of Humanistic Leadership by involving teachers, parents, and even students in the strategic consultation phase, thus transforming policy from a top-down mandate to a collective moral agreement.

The implementation phase is profoundly shaped by the concept of the Leader as a Moral Model. Observational data strongly indicate that the effectiveness of character education correlates directly with the principal's exhibited axiological conduct. Humanistic Leadership is evident through practices such as open-door policies, empathetic conflict resolution, and consistent respect for the professional autonomy of the faculty. The management culture fosters an environment of Collaborative Professionalism, transforming staff meetings into forums for ethical reflection on pedagogy, rather than purely administrative briefings. This commitment creates an inclusive and supportive organizational climate, which acts as a "living curriculum," subtly yet powerfully teaching values through consistent modeling and organizational behavior rather than isolated classroom lessons.

The findings show a distinct move beyond conventional academic metrics in the evaluation dimension, with institutions designing assessment tools specifically for character and value integration. The value of Integrity is assessed not only by punishing cheating but also by positively rewarding honest reporting of mistakes and demonstrated ethical behavior in group work. A dedicated Character Portfolio system was found to be in use, documenting students' ethical progress, social contributions, and conflict resolution skills over time. Managerial evaluation of the faculty also integrates an axiological dimension, whereby teacher performance is judged on their ability to create an ethical learning environment and their capacity to resolve conflicts empathetically, reflecting the institutional commitment to Humanistic Management.

Based on the synthesis of the aforementioned findings, the study proposes a Conceptual Model of Axiological Management (MAM), structured in three concentric rings: (1) Core Values (Integrity, Justice, Responsibility); (2) Managerial Functions (Planning, Organizing, Leading, Controlling); and (3) Character Outcomes (Ethical Competence, Social Accountability, Moral Resilience). This model establishes a clear causal link where the Core Values inform the Managerial Functions, which in turn drive the desired Character

Outcomes. The MAM provides a dynamic, sustainable framework, moving the management process from a purely technical function to a continuous process of ethical self-governance and character cultivation, offering a tangible blueprint for future institutional adoption.

Table 1. Research Findings: Application of Axiological Values in Character-Based Education Management

| Axiological Domain | Core Value Identified | Managerial Application (Evidence) | Impact on Character |
|---------------------------|-----------------------|--|---|
| Foundational Ethics | Integrity | Formalized "Honor Code" in all academic and administrative documents. | Cultivation of Trust and Honesty. |
| Institutional Operational | Humanistic Leadership | Open-door policy, empathetic conflict resolution protocols. | Fostering of Empathy and Psychological Safety. |
| Policy Planning | Justice/Equity | Clear, non-discriminatory resource allocation and disciplinary policies. | Development of Fairness and Respect for Rules. |
| Evaluation System | Responsibility | Mandatory Character Portfolio and self-assessment of ethical conduct. | Enhancement of Accountability and Moral Reflection. |

Discussion

The findings of this research fundamentally reaffirm the philosophical stance that effective character-based education management is an inherently moral endeavor, extending far beyond technical administration. The results demonstrate a direct and reciprocal relationship where the consistent application of axiological values in managerial practices significantly structures and sustains the institution's character-building culture. This outcome contrasts sharply with prevailing educational models that prioritize cognitive metrics and administrative efficiency over ethical development. Therefore, this study empirically supports the notion that educational management must function as a "Moral Enterprise," where value is the primary driver for all strategic and operational decisions, ensuring that intellectual development is always anchored by ethical integrity.

The study's success in identifying the dual stratification of values foundational ethical values (Integrity, Justice, Responsibility) and institutional operational values (Humanistic Leadership, Collaboration) is a critical contribution. This stratification provides the necessary axiological bridge to translate abstract philosophical concepts into concrete, functional management principles. For instance, the philosophical value of Justice is operationalized as a non-discriminatory disciplinary code and equitable resource distribution, making the abstract value testable and observable. This deliberate conversion process ensures that axiological principles do not remain as mere symbolic declarations but are embedded as non-negotiable ethical filters that mandate moral scrutiny in every management action, policy, and human resource decision.

The integration of axiological values into the four managerial functions (Planning, Organizing, Leading, Controlling) finds robust theoretical alignment within the Philosophy of Education. Drawing on insights from scholarly works (e.g., Abdiyah, 2021; Sujani & Yogaswara, 2024), value is positioned as the determinant of purpose (*telos*). Consequently, Axiological Education Management serves as the institution's Teleological Compass, directing all activities toward the ultimate goal of virtue (*kebajikan*) and human flourishing. This conceptual framework demands that managerial decision-making, such as allocating budget for character programs over purely academic tools, is evaluated not just on grounds of technical utility but primarily on its moral impact and contribution to holistic character formation.

The implementation of "Value Congruence Mapping" in policy planning highlights the importance of institutional documents as a Moral Covenant. Strategic plans in the studied institutions were found to be more than bureaucratic requirements; they are explicit ethical narratives detailing how the core value of Responsibility, for example, is translated into mandatory community service or sustainable practices. This contrasts with value-neutral planning, transforming the strategic document into a collective ethical commitment that fosters a sense of shared moral ownership among all stakeholders. The

participatory and democratic nature of this planning process further reinforces the Humanistic Leadership value, moving policy genesis from an administrative fiat to a collective ethical agreement.

The finding that the principal acts as a Moral Role Model is paramount. The observed effectiveness of character education directly correlates with the leader's consistent and authentic demonstration of values. Humanistic Leadership evidenced by empathy, fairness in conflict resolution, and trust in faculty autonomy establishes a pervasive atmosphere of moral integrity that speaks louder than any written rule. This finding is particularly resonant with the theoretical insights from Islamic Philosophy of Education (Sucipto & Putera, 2025), which stresses that leadership must be rooted in wisdom (*hikmah*) and justice (*adl*). The leader's conduct becomes the most potent, continuous curriculum, subconsciously shaping the ethical behavior of the entire organizational community.

The resulting inclusive and collaborative organizational culture, cultivated by axiological management, functions as the "Living Curriculum." Values are not taught in isolated ethics classes but are absorbed through daily organizational processes: the fairness in grading disputes, the empathy shown during staff conflicts, and the integrity displayed in institutional communication. This discussion expands the definition of curriculum beyond written documentation to the total environment. The research underscores that the efficacy of character development is directly proportional to the moral coherence and consistency that permeates the entire institutional ecosystem, from the administrative office to the farthest reaches of the campus.

The current dominant discourse in educational research often operates within a functionally effective, yet ethically neutral, framework. By focusing on axiology, this study actively attempts to address the ethical deficit in both research and practice. By analyzing how values are applied in management, we shift the focus from merely reporting what was done (the technical output) to reporting why it was done (the moral rationale). This discussion positions

axiological management as a necessary reform, demanding that the fundamental ethical "R" (Reason/Rationale) be explicitly integrated into every managerial function and governance structure, ensuring that effectiveness is never divorced from morality.

The implementation of dedicated character evaluation tools, such as the Character Portfolio, marks a vital strategic departure from purely cognitive assessments. Axiological evaluation measures not only what students know but also how they act and how they choose. This system assigns recognition value to ethical behaviors such as proactively reporting academic mistakes or demonstrating social initiative thereby fostering Moral Accountability (Akuntabilitas Moral) in students. This is a significant contribution to educational assessment, shifting the institutional emphasis from testing for knowledge to the continuous assessment of ethical growth and moral resilience.

The proposed Conceptual Model of Axiological Management (MAM) offers a definitive, sustainable blueprint for institutional transformation. The three-ring structure Core Values informing Managerial Functions, which drive Character Outcomes establishes a clear, dynamic feedback loop. Philosophically, the model implies that desirable outcomes can only be achieved through a managerial process that is intentionally filtered and guided by the Core Values. The MAM's utility lies in its practical application, allowing any educational leader to conduct a self-assessment of ethical congruence, moving their management process from a technical routine to a continuous, reflective process of ethical self-governance.

This research enriches the Philosophy of Educational Management by providing empirical evidence that axiological values can serve as the ontological and epistemological basis for management practice. This aligns with modern demands for educational reform (Supriyanto et al., 2024), which require a strong value foundation. The study demonstrates that educational management should not merely borrow theories from business administration but must develop a distinctive pedagogical theory one rooted in the noble purpose of developing the

complete human being, where moral development takes precedence over mere functional efficiency or organizational profit.

Despite providing rich data and a robust model, this study is subject to the inherent limitations of qualitative, case-specific research, meaning statistical generalization must be approached with caution. Furthermore, the measurement of the long-term impact of axiological management on graduates' professional and civic lives could not be assessed within this study's timeframe. Future research is therefore recommended: (1) to quantitatively validate the MAM Model across a larger, more diverse sample of institutions; and (2) to undertake longitudinal action research to track the sustained effectiveness of the model in varying cultural and institutional contexts over several years, thereby strengthening the evidence base for its enduring impact.

This discussion emphasizes that the successful application of axiological values is a fundamental prerequisite for effective character-based education management, not merely an optional component. By purposefully translating core values into policy, internalizing them through moral leadership, and validating them through character-focused evaluation, educational institutions can transform themselves into entities that are not only functionally excellent but also ethically noble and humanistically oriented. This research provides a significant, practical, and theoretically grounded contribution toward realizing a sustainable integration of values and management to meet the moral challenges of the next generation.

4. Conclusion

This study successfully achieved its three primary objectives, demonstrating the critical role of axiological values in strengthening character-based education management. Firstly, the research identified and described the core axiological values (Integrity, Responsibility, and Justice) as the non-negotiable ethical foundation that systematically guides institutional operation. Secondly, through in-depth analysis, the study verified that these values are

consistently applied across all managerial functions from democratic policy planning and Humanistic Leadership implementation to the use of a comprehensive Character Portfolio in evaluation. These results confirm that the management process is effectively transformed from a mere technical routine into a conscious, continuous moral enterprise. Finally, based on this evidence, the Conceptual Model of Axiological Management (MAM) was formulated, providing a structured, sustainable framework that links Core Values to Managerial Functions and desired Character Outcomes (Ethical Competence, Social Accountability). In conclusion, the successful integration of axiological values ensures that educational management creates an organizational culture that is both functionally effective and ethically sound, cultivating truly holistic human beings.

Based on the strategic findings and the validated MAM model, two main recommendations are proposed for policymakers and practitioners. First, for educational leaders and managers, it is strongly recommended that the MAM Model be adopted as a practical blueprint for institutional governance. Managers must shift their primary focus from purely academic targets to becoming authentic Moral Role Models, actively translating the institution's core ethical values into daily operational protocols, particularly in conflict resolution and faculty appraisal. Second, for future researchers, it is recommended that the study be expanded through a quantitative longitudinal research design to statistically validate the MAM model across diverse educational settings and to definitively measure the long-term impact of axiological management on graduates' moral resilience and civic engagement in society. Such future studies will solidify the generalizability and enduring significance of value-based educational management.

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